Division of Innovation and Effectiveness
Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	Federal Priority, Federal Focus or State Priority
Year of cohort or identification:	2015-2016
Date of submission:	June 30, 2015
Is this a revision?	Yes or No
School:	Mary Bramlett Elementary
District:	Cherokee County School District

Responsible Party	Print Name	Signature
Principal:	Audrey McClary	Audrey McClary
Title I Coordinator or District Liaison:	Martha Lou Blackwell	
Superintendent:	Dr. Quincie Moore	

School/District Information

School name:	**Mary Bramlett Elementary**
School telephone number:	**864-489-2831**
School mailing address:	**301 Spruce Street Gaffney, South Carolina 29340**
School website URL:	**audrey.mcclary@cherokee1.org**
Year current building was built:	**1956**
School district:	**Cherokee County School District**
Principal:	**Audrey McClary**
Number of years principal at school:	**6**
Number of principals in previous five years:	**One**
Superintendent:	**Dr. Quincie Moore**
Number of years as superintendent in district:	**3 years**
Number of superintendents in previous five years:	**2**
School Board of Trustees Chairperson:	**Cheryll Smith**
Number of years as chairperson:	**two**
Number of members of School Board of Trustees:	**9**
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	**$48,047**
Average salary of principals in district:	**$82,048**
Average salary of district-level administrators:	**$86, 912**

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	**Indicators leading to intervention needs include:** • **Students have been performing at low levels on (prior) state assessments.** • **Tier 2 student numbers are increasing.** • **Kindergarten students entering school lack basic readiness skills** • **The numbers of students with IEPs, and being identified with ADHD and other disabilities, are increasing.**
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	**The root causes of poor school performance include:** • **The traditional instruction and curriculum does not match the experiences most children have had at Mary Bramlett.** • **Mary Bramlett students relate to real life literacy (non-fiction) over fiction and students prefer using technology.** • **There is a need to transform the new state standards to project based learning units so that students can make a connection.**

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Continue to use the school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad based team that includes staff, parents, students, and community partners. • Collaborate with Know(2) community members, SIC members • Parent Teacher Conferences, PTO • Special events (Building a Project Day, Earn Bear Bucks activities	Beginning: 08/15 Completion: 05/16	Principal and Parent Coordinator Reading Coach Teachers	When asked, 65% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Parent Survey Stakeholders participation Sign-in Sheets	Fall: Winter: Spring:
Increase communication with parents/community: • Inform parents of new South Carolina State Standards through newsletters, brochures and website. • Provide parents of grades 1-3 with student reading levels and materials to assist their children with needed skills at home.	Beginning: 09/15 Completion: 10/15	Literacy Coordinator Reading Coach Teachers Parent Coordinator	Surveys of parents about brochures and newsletters sent home The survey analysis will show a 20% increase in home and school relationship.	Sign-in sheets or phone contact. Teachers will log and utilize Fountas Pinnell running records to determine reading levels.	Fall: Winter: Spring:
School leadership team will have on-going meetings to analyze student and teacher data and strategize to develop plans of action for improvement in student and teacher data areas.	Beginning: 08/15 Completion: 5/16	Principal and Leadership Team	At the end of the year student data will reflect continued progress towards decreasing our red zone students in reading and math (≤25% CD-2 and ≤40% 3-5)	Meeting agendas, meeting notes and artifacts	Fall: Winter: Spring:

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a comprehensive performance evaluation system to support and measure staff performance and its impact on student learning.	Beginning: 8/17 Completion: 5/31	Principal, Assistant Principals, Title I Facilitator, Instructional Coaches	100% of certified staff members will successfully meet their SLO	Observation data; feedback data; student assessment, Coaching documents; Staff evaluations on file	Fall: Winter: Spring:
Develop a system using DOK chart of levels (1-4) to support and measure instructional rigor and student assessment through a systemic use of data.	Beginning: 10/15 Completion: 06/16	Principal, Reading Coach, Literacy coordinator Teachers District	80% increase of the observed instruction meets DOK levels 3 and 4 for all subject areas.	Learning walk feedback data; Observation data; Coaching logs; Staff evaluations on file	Fall: Winter: Spring:
Develop a system to critique lesson plans for non-negotiable elements according to the district's lesson plan template and the Profile of the South Carolina Graduates.	Beginning: 10/15 Completion: 05/16	Principal Reading Coach Literacy Coordinator Teachers District CIS	30% of lesson plans will indicate an instructional analysis.	Grade Level Meeting Agendas Minutes Observable feedback Submission of lesson plans	Fall: Winter: Spring:
Develop a system to evaluate student assessment and that may indicate teachers needing specific professional development.	Beginning: 10/15 Completion:06/16	Principal Leadership Team	50% increase in number of professional development days.	Instructional Data Students Assessment Agendas. AESOP Data	Fall: Winter: Spring:
Provide teachers with ongoing and focused professional development through: • Professional Learning Community (PLC) meetings, data analysis meetings, afternoon staff development sessions, Saturday sessions, conference attendance and	Beginning: 8/17 Completion: 5/31	Principal, Assistant Principals, Title I Facilitator, Instructional Coaches, District	100% of teachers will participate in at least one PD opportunity each quarter 75% of teachers will participate in PLC for book studies and to gain	Agendas, sign-in sheets and artifacts from professional development experiences	Fall: Winter: Spring:

school visits • Providing training with instructional strategies, instructional materials, programs, world class knowledge, skills, and career characteristics needed to succeed in a 21st century global marketplace		Curriculum Chief	knowledge of new strategies and interventions		

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Design and structure the master schedule to reflect time for teacher collaboration around student learning.	Beginning: 09/15 Completion: 06/16	Principal Leadership Team	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports Agendas	Fall: Winter: Spring:
Design a schedule to provide teachers time to collaborate with leadership team or participate in other professional development on and off school site via face-to-face or electronically .	Beginning: 09/15 Completion: 05/16	Principal Leadership Team	Increase the number of professional development.	Sign-in sheets Agendas Reflection Phone or email contact Webinar	Fall: Winter: Spring:
Develop a schedule for teachers to plan and teach Project-Based Learning units to integrate with core subjects.	Beginning: 10/15 Completion:06/16	Principal Reading Coach Literacy Coordinator Teachers District CIS	An increase of 2 PBL lessons per nine weeks.	Learning walk feedback data; Observation data; Coaching logs; Staff evaluations on file	Fall: Winter: Spring:
Provide a schedule for teachers to conduct peer observations.	Beginning: 11/15 Completion: 03/16	Principal	Increase number of peer observations	Reflection Feedback	Fall: Winter: Spring:
Design and structure the master schedule to provide time for intervention and enrichment opportunities for students before, during, and after school.	Beginning: 8/17 Completion: 5/31	Principal and Leadership Team	At the end of the year student data will reflect progress towards decreasing our red zone (Tier 2) students in math and reading	Master schedule, student data	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Employ full-time literacy coordinator to build the instructional connection between school and home in math and reading.	Beginning: 10/15 Completion: 06/16	Principal Literacy Coordinator	The literacy coach will keep a log of all activities.	Monthly Calendars.	Fall: Winter: Spring:
Employ research-based reading curriculum and instructional practices to teach reading and math skills, STEM, and develop lesson that are rigorous and relevant to South Carolina Standard and expectations.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach Literacy Coordinator	10%, 20% and 50% increase of student reading and math performance	Approved progress monitoring; Formative and summative assessment measures; State assessments Depth of Knowledge Chart	Fall: Winter: Spring:
Conduct professional learning communities for all teachers to keep abreast of instructional strategies, instructional materials, programs, world class knowledge, skills, and career characteristics needed to succeed in a 21st century global marketplace.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach Literacy Coordinator	75% of teacher will participate in PLC for book studies and to gain knowledge of new strategies and interventions.	Log sign-in sheets	Fall: Winter: Spring:
Continue to purchase, utilize, and update the technology plan to integrate the academics and support world class skills for the 21st century.	Beginning: 10/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach Literacy Coordinator	Increase in number of devices, and 10%, 20% and 50% increase of student reading and math performance	Approved progress monitoring; Formative and summative assessment measures; State assessments Depth of Knowledge Chart	Fall: Winter: Spring:
Continue to analyze data and student's progress related to instruction and student' performance.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach Literacy Coordinator	10%, 20% and 50% increase of student reading and math performance	Collect data to measure student engagement	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Continue to analyze data and student's progress related to instruction and student' performance.	Beginning: 09/15 Completion: 06/16	District Curriculum Chief, Principal, and Reading Coach Literacy Coordinator	10%, 20% and 50% increase of student reading and math performance	Collect data to measure student engagement	Fall: Winter: Spring:
Conduct formative assessments to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Beginning: 09/15 Completion: 06/16	Principal and Teams	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Develop a schedule to administer benchmarks and assessments.	Beginning: 09/15 Completion: 06/16	Principal District SDE	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Develop a schedule to collect and analyze student performance data.	Beginning: 09/15 Completion: 06/16	Principal Teachers Leadership Team	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Develop a tracking system of instructional strategies and intervention related to student progress.	Beginning: 09/15 Completion: 06/16	Principal Teachers Leadership Team	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Develop plans and policies consistently among all classrooms and all other school learning environments supporting student's health, safety, and physical needs (cafeteria, intervention classes, playgrounds etc.).	Beginning: 09/15 Completion: 06/16	Principal, Teachers and other school staff	35% reduction in disciplinary infractions	Discipline referral data log Body Mass Index data Safety Drills data	Fall: Winter: Spring:
Communicate with outside agencies to help students with social, emotional, and health needs.	Beginning: 09/15 Completion: 06/16	Principal Guidance Counselor	Support number of referral needed	Discipline referral data log	Fall: Winter: Spring:
Employ a behaviorist to work with students who have repeated disciplinary infractions	Beginning: 09/15 Completion: 06/16	Principal Behaviorist	35% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Continue to conduct guidance lessons for all grades k-5th.	Beginning: 09/15 Completion: 06/16	Guidance Counselor	35% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Develop a plan to maintain the building and classroom aesthetics that is student-centered and conducive to the 21st century.	Beginning: 09/15 Completion: 06/16	Principal District	20% increase in students' attendance.	Attendance data from PowerSchool	Fall: Winter: Spring:
The school will utilize Classworks online system to as a resource to integrate with Learning Management Systems or serve as a comprehensive stand-alone solution. It supports teachers with lesson planning, instruction, practice and homework. It also makes Blended Learning models easier and more effective.	Beginning: 09/15 Completion: 05/18	Principal Classworks consultants	20% increase in students' attendance.	Classworks data will be integrated into NWEA/MAP for assessment.	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Communicate grade-level/course expectations and individual student achievement status to families each nine weeks through a class syllabus, newsletter or school webpage.	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers Parent Coordinator	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members Report Cards Printed information Electronic contact	Fall: Winter: Spring:
Communicate to parents reading grade levels expectations, and resources. Provide dates and results of RtI meetings, Fountas and Pennell, Scholastic reading benchmark and assessment.	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers Parent Coordinator	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members Report Cards Printed information	Fall: Winter: Spring
Communicate to parents and stakeholders world class knowledge, work skills, higher learning, for graduates to be placed in the workforce.	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers Parent Coordinator	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members Report Cards Printed information SCOSIS	Fall: Winter: Spring
Communicate to parents the requirements for students to transition to middle and high school.	Beginning: 09/15 Completion:06/16	Principal, Leadership team, Teachers Parent Coordinator	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members Report Cards Printed information	Fall: Winter: Spring